



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. XI.

ST. LOUIS, APRIL, 1878.

No. 4.

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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI.

ST. LOUIS, APRIL, 1878.

No. 4.

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J. B. MERWIN,
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ST. LOUIS, APRIL, 1878.

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A grand meeting, a pleasant season of the year, an interesting country, generous hospitality, and other attractions, ought to insure success.

It is because we know so little, and hence can do so little, that we suffer so much from "hard times." It is always "hard times" with ignorant people, and this seems to be a common complaint just now.

Is it quite wise, then, to limit education still more?

It is certainly not so much what we know, as what we do not know, that limits and cripples us.

Intelligent people legislate wisely, and obey law promptly and cheerfully and discharge the duties of citizenship nobly and for the greatest good to the greatest number.

Is it not better to rear intelligent, patriotic, law-abiding citizens, than to flood the country with ignorance, pauperism, and crime? So it seems to us. What do you think?

THE School Commissioner of one of the Southeastern counties, says in a letter to the Principal of the Southeast Normal, "Professor can you send me about twenty GOOD TEACHERS by next August. Better teachers we must have in this county if possible."

We like that. It has the ring of the true metal. It is possible to have better teachers in every county in the State. Perhaps not all at once; but, Commissioners, who occupies a better position to begin the good work than you do? The means are largely in your own hands.

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OUR schools help at least, not only to make the people wiser, but better. Beware of that demagogue who proposes to limit the education, and so effectually and permanently limit the power of the common people.

We do not suffer from too much honesty, from too much intelligence, from too much integrity, from too much nobility—but from just the opposite of all these.

Ignorance is the father of bigotry.

THE School Commissioner of Crawford county writes:

"I will work indefatigably for the JOURNAL OF EDUCATION, and try to give it that extensive circulation among the teachers and school officers of my county, it merits."

The Commissioner of Dent county says, "We want the JOURNAL OF EDUCATION in the hands of every teacher, for no teacher can read it without becoming a better teacher."

Our earnest co-laborer, the School Commissioner of Pemiscott says:

"I will endeavor to get you subscribers. I wish every house in the county had the JOURNAL. We would soon see a great change for the better."

The Commissioner of New Madrid has gone to work at once. He says: "I am making up a club for the JOURNAL OF EDUCATION. It is certainly the best publication of the kind in our part of the Great West."

These much abused and poorly-paid School Commissioners of the Southeast are earnest men, and afford us much encouragement. If we find ourselves a little low-spirited as we contemplate the great amount of work before us, such friendly words from our co-laborers in different parts of the field, "bid us take heart again." D.

WE hope thousands of Picnics will be held in May and June in behalf of the schools. Let your pupils recite and sing and declaim, and show the people the results of your work the past winter.

Have two or three short, stirring addresses made. Show the advantages of good schools, and so create and keep up the interest.

THE *St. Louis Daily Times* says: "Immigration into Kansas by way of Kansas City continues unabated. The *Journal* says it is so large as to be phenomenal. Yet there are tens of thousands of acres of cheap land in Missouri, as fertile as the best in Kansas, and three hundred miles nearer the markets for all surplus products of the farm."

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WHICH?

TWO theories of education are before the American people. One is that enunciated by President Eliot of Harvard University, in a recent speech. He says:

"Many persons hold that the Republic can be saved by primary education, but the most despotic government in the world, that of Germany, is that where primary education is most wide-spread. Despots can reconcile themselves to universal primary education, but cannot overcome the influence of education of a higher type. Well-conducted superior education, the training in knowledge in writing and speaking of the natural leaders of the people, is the need of this country."

This is not the first time that the President of Harvard has enunciated the idea that the few are to be trained at the expense of the many—the chief attention of a teacher given to the bright boys of a class, and the average ones left to shift for themselves. This may be called, therefore, the Harvard theory.

The second theory is that the general level should be raised, and that those who are particularly bright are the ones to be left to shift for themselves, it being supposed that their greater power will enable them to do this.

This may be called the German theory. To one of these, America must hold. Which shall it be? We might call the former the aristocratic and the latter the democratic theory. The logical result of the former would be the negation for the masses of all free education above that of the merest tools of thought. Practically it would abolish the High Schools.

The tendency of the latter theory is toward free collegiate education. They widely differ. Which shall we endorse?

FROM FEW TO MANY.

It sometimes seems to us as if there were no study in teaching which less common sense is used than geography. We remember an ancient Jewish curse pronounced on the man who puts darkness for light and wonder that it does not fall on the heads of some teachers we have in mind.

There is no study which can be made more interesting or more useful—none which is more exactly adapted to the mind of a child, and at the same time there is no one in which he is usually more confused and more overwhelmed with information of no imaginable value from any rational standpoint.

The study often comes to mean to him only a list of hard names of places, and a list of productions which seem, so far as he can see, to be of no use to any one, and yet which must be learned.

The cardinal point on which all teaching of geography should turn in any rational teaching, is man, and every lesson should lead to him. First and foremost and last the child must

be made to recognize that there is nothing on or in the earth of the slightest value or consequence except so far as it serves or can be made to serve the human race. By this touchstone every fact should be tested, and its relative importance determined.

Acting on this central principle, it will follow that those parts of the world most thickly populated by civilized nations, are the parts to which most attention should be directed.

The continent of Europe takes the first rank, and should have the greatest amount of time allotted to it.

The fact that we are Americans is no excuse for spending so much time as we do over the geography of the United States. It makes not the slightest difference what the form of Wyoming Territory is, even if it is a part of our own country. Here is one great error into which most of our teachers fall.

Pushing this point a little farther, the shape of any State or country is of very little importance. The Spanish peninsula, for instance, may be drawn with five straight lines, and England with six. But if the former had had six and the latter five, it would have made but little difference in their history. We would not ignore entirely the element of form. That a country is much or little indented by the sea is of immense importance. But we believe the careful study of the exact forms of States, countries, or grand divisions to be responsible for much waste of time.

Three lines will draw South America at first, and should do so, and there should be nothing represented within those three lines but the most striking features. Three more straight lines will give us the Andes, the Brazilian and the Parime mountain systems; three winding lines the Amazon, the Orinoco and the La Plata rivers. If these are put upon the board, the child will have something he can grasp and remember. He will not be confused by a multiplicity of details, and in these nine lines he will have the main features of the continent, a skeleton on which the other features can be placed when he is older.

Not until all the grand divisions have been thus "blocked out," and until he can recognize any of them at first glance, is he ready for anything more. In this way he will not perhaps know very much at the end of his first year, but what he does know will be clear. We have then a scaffolding on which to build, and can go on.

The next step in South America would be to break the line of the western coast so as to approximate to the correct outline (one curved line and one straight line are enough) and to do the same with the northern and eastern sides, simply calling attention to the number of large scallops which the coast makes where these are very prominent.

We must bring a little nearer to truth the course of the rivers—the western coast line will determine the

line of the Andes, though the greater number of ridges at the southern end should be now noticed, and one or two of the largest sea-ports should be located.

We must stop. Perhaps we have said enough to show what in our opinion should be the course in teaching geography. In no case should a child be allowed to learn all the names which geographers give, nor even to look them out.

In the name of all that is sensible, let us give the children some general, clear ideas on the subject, and not confuse them beyond all hope by a multiplicity of complicated and perfectly useless details. Our children are not to be made walking gazetteers.

We shall see more progress in our work when men go from the few to the many. At present most teachers begin with the many and end with chaos.

Do men honestly see a practical solution of our difficulties as individuals, as a State, as a Nation, in the line of limiting more and more the intelligence of the people?

Will the solution come in that way?

The man or the men who tell you it will, presume upon a state of ignorance that does not even now exist—they are not only untrue, but unworthy of confidence, and are "blind leaders of the blind."

WHAT IT WILL DO.

EDUCATION is the process through which the individual is led to attain his freedom. It is the transition from a state of nature to a state of culture.

As dependent on nature, man is subject to the lower impulses of his existence; he denies himself no wish, he gratifies his wildest desires. Natural man is not free, because he is the slave of changing passions.

Education leads from this state to a higher position, by showing how to find a nobler self within the mind. When man's better nature grows, he must subject to it the baser elements of his character. The idea of duty arises in his soul, to which he learns to sacrifice impulses and desires.

As soon as the habit has been formed to act in faithful allegiance to duty, and to refuse obedience to passions and desires when they come in conflict with it, education has attained its end, for it has led to freedom. At the moment that the individual wills nothing but what is good and noble, he becomes independent, or free. He is no longer conscious that he acts under the pressure of external authority, but feels that in doing what is right, he works out his own will. The process that leads to this exalted position is a long and difficult one.

No individual will ever learn to act in continual obedience to duty, unless taught that the faithful performance of even the smallest task strengthens his moral nature, and brings him nearer to self-dependence,

or freedom. While this truth applies to education in general, it is of special importance to Normal Schools.

Within the narrow sphere of their school life, the pupils must learn to be faithful over a few things, in order to be prepared for their vocation, which makes them "rulers over many things."

The most trifling task is of consequence, for, to neglect it, is to be derelict in duty. Considered in this light, even the seemingly small becomes of importance.

The pupils of a Normal School must be keenly sensitive that the dignity of their calling requires them to see in small as well as in great things, a task which duty has set, and which is to be performed with conscientious scrupulousness.

A large number of people in St. Louis seem to have been "struck" with an idea. They rush into print with it, and cry aloud. Others listen and put their fingers ominously upon their lips.

Poor things! We do not believe the danger is so imminent as it appears. The idea seems to be that too much is taught in our schools—that the children will know too much.

Pity—isn't it?

SELF-PROTECTION.

SELF-PROTECTION is the first law of nature.

The State has a right and is in duty bound to protect and preserve its own existence.

"The State is an organic whole, and not a loose aggregation of unrelated units. It is vital with life which it has no authority to surrender. It has certain rights. It rests under some obligations. It is under obligation to live, and so has the right of self-defense and self-preservation. It is bound to see that justice is done between man and man, and that every one of its members is protected in the enjoyment of his rights. It must prevent trespass, protect property, reputation and life. It must maintain hospitals, alms-houses and prisons. These and other obligations resting on society imply rights corresponding in character and extent. It is surely as lawful to prevent the development of criminals as to detect and punish them when grown. If the weak and helpless can be rendered self-supporting, it is better than to take care of them at public cost."

METHODS OF INSTRUCTION.

THE methods of instruction used in the Normal School should be such as to reduce the quantity of details and facts which form the subject matter of the course of instruction, and to teach a limited number of data so that they may be remembered not only from day to day but for life, and to impart a knowledge of how to handle and use fact. Stress is laid upon principles and leading thoughts; when a smaller number of details is presented, it becomes possible to check careless habit of study, which

considers a lesson as words to be repeated the next day, instead of looking at it as something which the mind must understand and make its own permanently.

In history, for instance, frequent topical review lessons tend to exhibit the causal connection of epochs, and to show the logic of events. The number of chronological dates is limited, but whatever dates are studied, are required to be kept present to the mind throughout the course.

In physiology, zoology, and the natural sciences, the students are expected to draw from memory diagrams or outlines of the principal forms which they are studying. In natural philosophy, and in all studies that allow of the same plan, the pupils should be required to not only invent but construct simple apparatus to illustrate the subjects which are considered. Many of the wall maps used in geography and history should be drawn and mounted by pupils. The principle in all these arrangements is to make the pupil familiar with those inexpensive means of illustration which she can and should use in any school room in which she will be called to teach. Special instruction is given in the use of such apparatus as is found in the district schools.

In all the studies the pupil recites as if she were to teach to her class the subject which she has studied. Thus each Normal School recitation may in some sense be considered a teaching exercise.

THE cases are few, are they not, where the boys and the girls, and the men and the women are too wise, too large, too noble, too patriotic, too broadly cultured, too helpful?

There does not seem to be overproduction in this direction yet, even in St. Louis or at any other point or place in the West and South.

There does not seem to be any immediate danger that saints will travel in battalions out this way!

A STEP FORWARD.

WE call attention to the following with pleasure.

It is a step in the right direction.

Every teacher and school officer should write to their Senators and Representatives urging action on this important measure at this session of Congress:

WASHINGTON, D. C., March 14.—The Committee on Education and Labor to-day instructed Mr. Goode, the chairman, to report a bill providing that the net proceeds of sales of the public lands shall be forever consecrated and set apart for the education of the people. The act is not to have any effect to repeal, impair or suspend any law authorizing pre-emption of public lands, or the entry of public lands for homesteads, nor as limiting in any manner the power of Congress to alter or extend the right of homestead upon such lands, nor shall it be held to limit or abridge the power of Congress over the public domain, or to interfere with granting

bounty lands. The Secretary of the Treasury is required on or before the 31st day of July of each year to apportion to the several States and Territories and to the District of Columbia, upon the basis of population of said States and Territories between the ages of five and twenty-one years, the net proceeds of sales of public lands for the previous year; provided that after five years half of said net proceeds, and after ten years the whole of the same, shall be set apart as an educational fund, which said funds shall be invested in bonds of the United States bearing a rate of interest of not less than 4 per centum per annum, both principal and interest payable in coin, the interest on such educational fund only to be appropriated as above provided, and that for the first ten years distribution of net proceeds and interest on the fund to and among the several States, Territories, and District of Columbia, shall be made according to the number of their respective population of ten years old and upward, who cannot read and write, as shown from time to time by the last preceding published census of the United States, the first apportionment to be made on or before July, 1878, when States and Territories shall be entitled to receive their distributive shares.

Mr. Goode will offer an amendment providing that one-fourth of the moneys appropriated by this bill shall be given to Agricultural Colleges and institutions of learning established in accordance with the act of Congress of July 2, 1862, unless in any case the State Legislature shall otherwise direct.

ESTIMATES FOR 1878-9.

We present the following form of "Estimates" for the coming year, from the State Superintendent, in response to a request to fill out a blank so that school officers may see what will stand the test of the school law under the new constitution.

To the County Clerk of ———, Progress County, Missouri:

DEAR SIR—Please find herein an estimate of the amount of funds necessary to sustain the school in Dist. No. 1, Township No. 50, Range No. 10, for the period of six months:

For Teachers' Fund.....	\$150 00
For Building Fund.....	400 00
For Incidental Fund.....	25 00
For District Library.....	20 00
For Interest on Principal of Debt.....	100 00
Total.....	\$695 00
Deducting cash on hand.....	\$100 00
Deducting amount estimated from Public Funds.....	70 00
	170 00
Amount to be levied on the taxable property of the district.....	\$525 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1878, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given

to increase the levy to sixty-five cents on the \$100 valuation, if so much was needed to raise the above amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the constitution to any definite percentum.

HENRY ADLER,
District Clerk.

As there is a limit in the constitution to levies for teachers' wages and incidental expenses, and none for interest or principal of valid existing indebtedness, I have deemed it to the best interest of the schools to make separate estimates for interest and principal of indebtedness.

Apparatus, furniture, &c., comes properly under incidental fund. See 9th paragraph of Sec. 24, and latter part of Sec. 28, School Law.

Library is ordered in every case by the annual meeting, limited annually. See fifth paragraph of Sec. 4. When so ordered it must come within the limit fixed. I not only have no objection, but will be pleased to enlist all possible aids in diffusing the necessary information for carrying on the system. Yours, respectfully,

R. D. SHANNON,
Superintendent Public Schools.

As if the common people, who are to be the legislators for these States—as if the common people, who are to solve all the unsolved problems of finance, of inter-State communication, of railroad management, could know too much!

SUGGESTIVE INCIDENTS.

Editors Journal:

EIGHT YEARS experience as a thoughtful and wide-awake pupil in one of the oldest, largest, and best boarding-schools in America, and ten years experience as teacher in my own and other schools, may possibly justify my occasionally dropping a stray hint for beginners in the fascinating, as well as arduous, task of training the young.

When quite a little girl I remember, unintentionally, though not unconsciously, preaching to a dear teacher of mine, to whom I became subsequently indebted for much patient and thorough instruction.

The lady who usually taught our class in history being ill, Miss L. was put temporarily in charge. We knew her by reputation to be "dreadfully strict,"—or, as some of the troublesome pupils phrased it, "awfully cross,"—and our consequent dread of her may have had something to do with the wretched recitation for which we were duly reprimanded.

Unfortunately this made the bad girls sulky, and so scared the timid that every successive attempt proved a still greater failure,—for each of which we were faithfully reproved, and with increasing severity. Finally matters came to such a pass

that the turbulent spirits were on the brink of open rebellion, and the shy and nervous in a state bordering on despair. As we left the recitation room comments were, school-girl fashion, freely passed on our teacher and her treatment of us.

"Let her scold, who cares; it don't hurt us. I'm willing!" angrily exclaimed a tall, bold-faced girl,—who had grown up without a mother, poor child!

"You won't be, when the reports are made out," replied another, her black eyes snapping.

"Bah! who cares for the reports," sneered No. 1. "I'll tell Pa it was all her meanness."

"What if she tells Mr. W., and sends us to the office?" suggested a third, in awe-stricken tones.

"If she only would p!"—here a vigorous thrust from my neighbor's elbow warned me of something wrong. I half-guessed what it might be, but conscious that I meant no harm, and thinking things could not well be worse, I quietly repeated: "If she only would praise us just a little, once in a while, it would help us to do better. Some of us have tried so hard!" and an irrepressible sigh finished the sentence; uttered sadly enough I dare say, for my heart was full of tears.

No one ventured a reply. A suspicious silence had fallen on the crowd, and as we reached the foot of the stairs I was not much surprised to see the girls give way and let Miss L. pass on before us.

She had been directly behind me as I made my speech, and must have heard every word, yet her face was thoroughly non-committal.

Full of trepidation I went to class on the next recitation day. As usual I had done my very best (this as much to please my darling mother, as because I knew that it was right), but was confident that failure awaited me notwithstanding; for I was easily confused, and the knowledge that I was under displeasure was of itself quite sufficient to take away all confidence.

To my astonishment Miss L. said gently:

"Don't be frightened, Helen; I am sure you can answer correctly, if you will only take it coolly."

And I did. And so did other timid members; while the reckless girls who had purposely come unprepared were their own accusers.

When the hour was ended Miss L. told us that the lesson had been an improvement on the past; that some of the pupils had acquitted themselves creditably, and that she hoped to be able to say it of all when next we met.

The girls looked at each other confounded. I had my thoughts, but kept them to myself. At the next recitation our own teacher was again able to be present,—but I think Miss L. learned a lesson which she never forgot, and from which others beside herself profited.

H. A. STEINHAUER.
BATTLE CREEK, Michigan.

SOUTHEAST MISSOURI—PROSPECTS.

NO one familiar with the history, past and present, of that section of the State about which we now write will deny, or question, the statement that more practical work has been done, and a greater advance made in the improvement of the public schools, within the last year, than was accomplished in the ten years preceding.

What has produced this result?

Primarily, of course, live, active men, who made the *necessity* for a better condition of things seen and felt. Men who aroused the people to their own interests, perishing from neglect. When this has been done in any case, as has been before said, all else that is desirable will follow.

We have a healthy and healthful condition in Southeast Missouri at present, and without going very far into an investigation of the causes, let us examine into the more interesting question, what forces are at work and what will these influences accomplish.

First, it must be restated,—for it is a significant and pleasing fact,—that nowhere else within the same area in the State have the newspapers with so much unanimity, so thoroughly and earnestly committed themselves to the cause. Nowhere else have the papers devoted so much space to educational matters. True, the circumstances demanded this effort, the situation suggested it; but this fact does not detract anything from the honor due, any more than the obligation to be honorable impairs the beauty of an upright life. Indeed, the very spirit of nobility is manifested in an earnest effort to struggle up when down.

Again, Southeast Missouri has, at present, some of the most tireless and persistent workers, and more of them, than any other section. Led by Dutcher and Henry, Lemmon, Bond, Roberts, Douglass, Shelton, Scott, Smith, Price, McNail, Miller, Love, Byrd, Cook, Ragland, and many other live, energetic, self-sacrificing teachers—male and female—encouraged by the newspapers, aided by energetic County Commissioners, and cheered by popular sentiment, Southeast Missouri is attaining a higher and nobler plane.

Let me throw out the caution, again—before concluding these articles,—against the inference that *all is as it should be*. Much, very much, remains to be done by this very concert of action and exercise of energy, which can be accomplished in no other way.

An Association of teachers has been formed, and its first annual session, held at Piedmont during the Christmas holidays, was a grand success. Institutes were held last summer in many counties, and are to be organized in all for the coming summer.

Everywhere is life and activity, and everywhere will there be health and prosperity. Southeast Missouri will add to the attractions of a fine soil,

pure water, valuable streams, magnificent timber, rich and inexhaustible mines, and wonderful quarries, an excellent society and rare educational facilities, for the immense multitude destined to follow the improvement of the Mississippi River, and to reclaim her forests and waste places.

R. D. S.

SUCCESSFUL TEACHING.

BY GERTIE JOHNSON.

THAT all teaching is not successful teaching is verified by our every-day experience and observation. Of the thousands who enter upon the thorny path of the pedagogue, hundreds turn aside into paths that are smoother and more flowery, before the journey is scarcely begun; hundreds journey on to the bitter end, feeling, when they are ready to lay down the text-book and the rod, that their work of life has been a *failure*; hundreds reach the end congratulating themselves that they have at least made no *terrible mistakes*; while *tens*, only, reach the end, saying, "Perhaps my work has been well done"; and the number who stand with folded arms and a satisfied heart and say, "My work of life has been a *success*," is limited to *units*.

AM I A SUCCESSFUL TEACHER?

It is not alone the tyro in the art who asks this question. It is he with head silvered o'er with threads of experience; he with brow knotty as the problems he is able to solve. Gazing back through the long vista of years, over the fields his hands have sown, beholding the harvests that other hands have garnered, he cries out in the very agony of his spirit:

"Were the seeds I sowed all good seeds? Have the harvesters reaped more wheat than tares? Am I a successful teacher?"

While many such, to-day, find themselves unable to answer this question, let us take a cursory view of the field of education, and try to discover the secret of successful teaching.

TEACHING AS AN ART.

In the discussion of all art we take into consideration, first, the material to be fashioned; second, the design of the artist; third, the artist and his methods.

In the discussion of the art of teaching, then, let us arrange the topics in the following order:

First, the *material*; or the *child and child-nature*; second, the *design of the public school*; third, the *artist, or the teacher and his methods*.

THE CHILD AND CHILD-NATURE.

The pupil is placed in the hands of the teacher as a piece of unfinished work; a piece of work that begins in the cradle and ends only in the grave; a work of continual progression or retrogression, that goes on to the final close. The child is not physically rounded out to full perfection; that must be the work of time and of nature. Shall we then look for sympathy in child-nature, until time and culture have done their work?

Child-nature! "The thought of God!" How sublime a subject for contemplation! Yet, how little may we know of it!

Let us take our place before the child in the school-room, and look into its inquiring face, watch it day by day, and try to understand the workings of its nature; try to *know* this "thought of God"; try to realize that time may develop that soul, that intellect, till they shall soar far above us; and how do we sink in the scale of our own estimation, as we are compelled to acknowledge that it is beyond our comprehension; that although we may *command* that child, yet we are powerless to comprehend it. But although we may not fathom the entire depth of its nature, or measure its entire breadth, yet we may, by careful study, comprehend something of the general characteristics of its nature; and this is the first work of the successful teacher.

The nature of the child is compound; made up of three distinct parts, or sides, viz:

The Physical Nature.

The Intellectual Nature.

The Moral Nature.

Each component part being entirely distinct in itself, yet each being in a greater or less degree dependent upon one or both of the others; and thus together, yet apart, forming the grand whole of child-nature.

Were these component parts equally developed, the nature of the child might be represented thus:



by three lines of equal length forming an equilateral triangle.

Place a pupil with nature thus developed in the hands of a teacher, and the teacher would soon become conscious that he had to deal with a machine of such perfect construction, with wheels so nicely balanced, with cogs so accurately fitted, with motive power so nicely adjusted, that all the several parts of its compound and complex nature moved without friction, in perfect harmony. With child-nature thus developed, the work of the teacher would be comparatively easy.

Beginning each morn with the child with its character lines equal, the teacher, by his power of awakening and nourishing the intellectual faculties, would lengthen the intellectual line a point; by his physical exercises, his general care for healthful positions, pure air and proper temperature, would lengthen the physical line a point; and by the influence of his own moral character, by his manner of censure and commendation, by his words "fitly spoken," would lengthen the moral line a point.

Thus, at the close of each session, the compound nature of the child, although having each of its component parts strengthened, would be equally balanced as before.

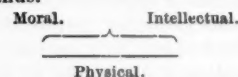
Thus the work would go on, day

after day, year after year, until the student would issue from the walls of the school room, to enter upon the duties of life, physically fitted to endure its hardships, morally fitted to withstand its temptations, and intellectually fitted to solve its problems.

But although this is a consummation devoutly to be desired, this symmetrical condition of child-nature is seldom found.

The pupils come to the hands of the teacher most unsymmetrically developed.

A—comes with physical power largely developed, and the moral and intellectual powers of lesser development, but being about equal to each other, thus:



What are the marked characteristics of this pupil? He is restless and noisy under the restraint of the school room; boisterous and rough upon the play-ground; continually gets into quarrels upon the street, resulting in black eyes and bleeding noses. He tells falsehoods glibly, but has not enough intellect to make them plausible; plays truant whenever possible; glares fiercely at his teacher, and answers insolently when reprimanded; and is ready to return blow for blow if corporal punishment is administered.

To sum up, he has all the physical powers and natural instincts of the brute, without the influence of morality to restrain, and without the elevating power of intellect to raise his desires to aesthetic pleasures. He gives full sway to his animal nature, and furnishes good ground for the Darwinian theory.

KENTUCKY.

What will become of the 150,000 children growing up in *absolute ignorance* in this State?

There are in Kentucky 5,800 white school districts in which schools were taught last year; thirty-six where no schools were taught. Teachers' Institutes were held in every county; five district associations and one State association. About 200,000 children enjoyed the advantages of instruction. Not less than 150,000 children "are growing up in absolute ignorance of the elements of an English education"; 532 colored schools were taught last year, and the interest in such schools is increasing among both races.

THE newspaper is constantly extending the intelligence of the few to the many. It is scattering abroad our intellectual wealth—it is fast raising all classes to an intellectual level, and as a necessary result it is awakening new interests and sympathies among all classes, and uniting them together in effort and in results.

THOUSANDS of teachers in this and other States are putting not only a rare and ripe culture into their work, but the very flower and bloom of their life are they giving to rear a better class of citizens.

MARGARET LIVINGSTONE.

(not) BY LILLIAN WHITING.

CHAPTER III.

"Our human hearts are deeper than our souls,—
And Love than Knowledge is diviner food,—
Oh—! If God will ever send to thee
A heart that loves thee, reverence that heart."

"Since I have been with you, my dear Eloise, there has been more of a struggle within my heart than I can tell you and not give you pain. The sorrows of your life have so touched the secret depths of my own soul, that for many days I could only gaze in silent wonderment upon a face so calm, so at rest.

The words: "The time of poetry and tears is passed with me, and I live only in the outer realities of life," lingered with her to-night, and seemed to possess a new meaning, as she was about to relate something of her own experience.

To her there was nothing so near angelhood, nothing she could so reverence as a true, brave woman, who from choice or necessity, takes her destiny into her own hands; carves out her fate from the flinty limestone of Time, making her life a blessing to others, and in blessing others is blessed herself. Her whole nature went out in reverence to such an one, but it was not the fate she would choose for her own.

Human love to her was very sweet. She would be loved—not blindly but discriminately—cherished, uplifted, inspired by the tenderness that enfolds like the diviner love of which it is the type.

Missing this, she would never admit an unworthy regard, a lesser devotion, a lower standard. Missing all she demanded, she would turn to earnest work, and would strive to bring, in a degree, to the lives of others that which her own might not know.

"It is five years to-night—five years since that cold, snowy and dreary night, when three motherless children were gathered home to what was home no longer," Margaret went on. "Every anniversary day of these years stands out as marking a cycle in my life; the first I was alone at home; the second, he of whom you ask came into my life as a vital element of it; from childhood almost I had known him as my parents' friend; three years from that terrible home-coming he offered me his hand, his home, his heart; but duty to my father was paramount to all selfish motives; he, his home, and my two little brothers needing my care, I put aside all thought of self and sent the other from me.

Another year and my father was married to a second wife. It is in such a time as this, when human advice is unavailable, that the child first feels what it is to be motherless and alone. It is not when vicious inclinations are opposed to holy, but when virtue conflicts with virtue, that the heart is rent in twain. A temptation in which the lower nature struggles for mastery, can be met by the united forces of the spirit. But

when fidelity to duty can only be kept by infidelity to some entangling engagements; or the straight path must be taken over the misery of others, or the counsel of an affectionate friend must be met with a 'get thee behind me, satan,' has the struggle assumed its fiercest form. When this came upon me and he was gone, too late I knew I loved Chas. Hayward."

Had a message from the unseen world fallen upon Mrs. Matheny she could not have been more surprised.

Their "Mutual Friend" Margaret's lover!

Too much shocked for utterance, she remained silent, and with a face fair beyond words, as one not of earth, earthy, Margaret seemed not to notice her friend, but more in reverie than to a listener she spoke again.

"When I am tired and worn I think of him; when I am full of joy, I find my chief happiness in him. If the world uses me harshly and without love, the days and weeks are lived only mechanically. I hunger and yearn as the parched earth for the summer showers, for the companionship only he can give. My heart goes out to him day and night; my hands are reached to him waking and dreaming, like the great hungry soul that was once transformed into a prayer. I wait his return. My vigils may be long; perhaps, deep and troublesome the night, but the morning will come.

The spirits of the angel world have been with me for many days, they sit with me around the chart of impossibilities and help me to desecrate my way. Last night my mother was with me. She seemed to smile upon us both, and I took from her hand a cluster of red berries and green ferns and playfully entwined them about your head. Columbus like, I shall find a path for my longing life through all the seas adverse and distance measured to my new world. It may be that never shall I find the harbor, but I believe in my Atlantis, and that I shall touch its sublimest shore. Do not you?"

The question came unexpectedly, and Mrs. Matheny's reply partook rather of her own thoughts than a direct answer.

"This makes me sad," she said, "and I trust you will pardon the sadness and allow it to breathe a little of its poisoned whispers into your ear; not enough to unfit you to live wisely in this world, but just enough to show you how much of night-shade there is in all earth's gardens. Your over-anxiety has wrought this nervous condition of your system. I see nothing more than this in your dreams; such they must be."

Though she reasoned thus to the young girl, she could not remain blind to the spirituelle face upturned to hers, that, with each nervous flash of the eye, sent a feeling weird and wild through her frame, as if there might be footfalls near, unseen and unheard by her.

"From the year just gone," she continued, giving a more practical

turn to her thoughts and words, "we need no great proof to convince us there are men who take us by the hand and call us friend, while at heart they curse every prospect that promises success and happiness. We are told the generality of men cannot tolerate the idea of any creature being his equal, and least of all a woman. In our chosen profession we must stand side by side with him, and, it may be, even, from the peculiar adaptation of woman's nature to the child's wants, a little his superior. This will, for a time, give us more or less to vex and make unhappy; still, let us bear it in all patience. I have often wondered if lives organized as I find so many, without the organic necessity for intimate and sympathetic fellowship, are not, after all, the happiest.

(Continued next month).

THE CHEROKEE NATION.

Editors Journal:

THE examination of teachers at Tahlequah was well attended. It is said there were about two hundred and fifty teachers present. It is also said that there was one or more teachers from nearly every State in the Union.

There are about eighty common schools in the Cherokee Nation, hence nearly two-thirds of the teachers at the examination could not obtain situations. We do not mention the number of teachers present because it is an uncommon occurrence, but to show that there is a lively interest in education among the inhabitants of this nation. It has long been a notion among those unacquainted with this people, that if they do not resist intellectual culture, they at least have no interest in it. This notion must be abandoned. For they not only do not resist education, but appreciate it, acknowledge its benefits, and are deeply interested in any movement that tends to extend its influences. Their laws, regulations and rules are molded after the best models. Of course, fogysm has its advocates here as elsewhere. There are those among the people who still believe and say: "A school can be taught by any one in any sort of a house." But the advocates of this and similar notions, become fewer and fewer as the light of education shines brighter.

Uncomfortable houses have been a great impediment in the way of progress. But these uncomfortable ones are gradually being thrown away and replaced by better ones. This is one of the irrefutable evidences of the onward movement of education here.

The Council at its last session revised the school law. It was formerly the duty of the board of commissioners to employ teachers and inspect schools. Now they examine applicants and grant certificates, while the directors of each school employ the teacher, and are to visit the school at least twice during each session.

We have a uniform standard of text-books. Schools are graded ac-

cording to the daily average attendance. Seventeen pupils in daily attendance is required for a first-grade school, and can only be taught by a teacher holding a first-grade certificate from the board of education.

System in school management and procedure is highly appreciated. The schools commence on the same day, are taught the same length of time, and close at the same period.

Each teacher is required to keep a register showing the name, age, sex, language, attendance, scholarship, deportment, and standing of all pupils who may enter his school. He is also required, under oath, to report to the board of education, at the close of the term, the aggregate and average monthly and term attendance in his school.

Schools for the term current commenced on the 11th of February. So, while the board of education in New York are reducing the salaries of teachers there, while in Chicago they are considering the propriety of curtailing the time for teaching, and while at Rochester, New York, the board of education have voted to abolish the free academy in that city, in the Cherokee Nation more than seventy teachers are finding the way to their respective schools, to begin the work of another five months, with no fears of not being remunerated. Thus, while in the more advanced communities the free school system is growing burdensome, here it is appreciated, and the good work goes on.

The Cherokees deserve great credit for their rapid progress in education. All they have to do to be recognized as a progressive people, is to continue in this direction.

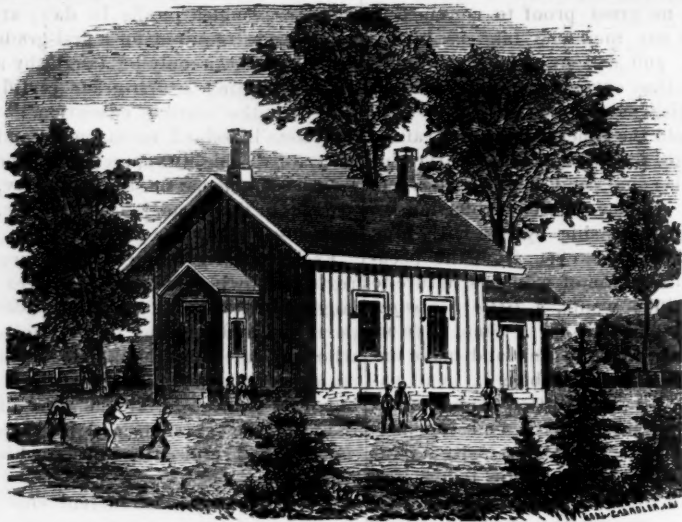
Their future security will depend on the amount of correct culture permeating the masses. More hereafter.

Very truly, E. W. BRODIE.
MARYSVILLE, Ark., March 20, 1878.

WE see it stated that President Porter is encouraging old-fashioned debating societies in Yale College. We hope this is true, and that his example will be followed by our educators throughout the land. There may be some forcible objections urged against the old style, but we are well satisfied that the first inspirations of usefulness have often been felt in the debating lyceums of the days that are now almost no more. In a country like ours, every man should, more or less, cultivate the art of public speaking, and no better way has yet been devised to do this, than that which has made many of our most distinguished orators and preachers.

It is my fixed opinion that there is no surer, no easier, and no cheaper road to immortality, such as can be obtained in this world, than that which lies through liberality expending itself in educational endowments.—[Sir Henry Maine.

Our wealth consists in the number of things which we love and bless, and which love and bless us.



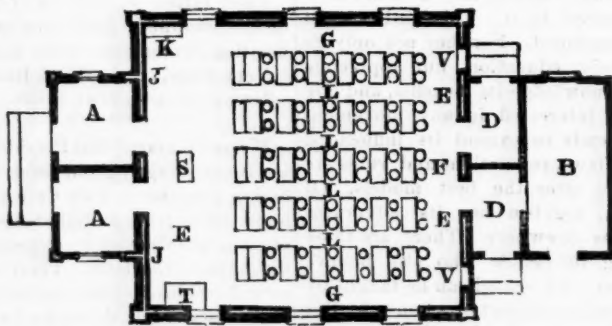
SCHOOL HOUSES.

Nothing, says the State Superintendent, should excite a deeper interest, in any community, than the character of the school building. The qualities of the men and women who are developed from the boys and girls of the neighborhood will be shaped by the conditions of the school house, as much as by any other element that enters into the success of the school.

In building a school house, three points demand particular attention: *First*, that the building be so constructed and arranged as to insure to pupils both physical health and comfort; *second*, that it be neat and tasteful; *third*, that it be inexpensive.

The first point will be gained by observing certain plain natural laws in constructing the school house.

The second and third points will be secured by consulting or employing some good, honest architect, who has studied school architecture from the stand-point of the essential nature of the school, and whose experience in the cost of work and material will protect against the over-estimates of builders.



GROUND PLAN OF THE ABOVE CUT.

Main Building, 30 by 34—13 feet post.

A A—Double Porch, 16 by 16.

B—Woodhouse, 16 by 12.

C C—Privies, each 4 by 4.

D—Passage, 16 by 4.

E—Space in front of desks, 10 feet wide.

F—Space in rear of desks, 5 feet wide.

G G—Aisles, 2 feet wide.

L L—Aisles, 1 1-2 feet wide.

H H—Desks, 3 1-2 feet long.

I I—Recitation Seats.

J J—Blackboards.

K—Case for books and apparatus.

L—Stove.

T—Table.

V V—Ventilators.

X X—Railing.

VENTILATION INDISPENSABLE.—Frequent changes of air cannot be neglected with impunity. It is estimated by those who have given the subject most attention, that more than one-half of the diseases that affect the human race can be directly traced to the breathing of foul air. Proper atten-

tion to ventilation will go far to secure good health, while neglect will certainly produce disease to a greater or less extent.

Suggestions for Making Blackboard and Procuring Apparatus at Small Cost.

A hard-finish wall is best: that is, a wall finished with the ordinary finishing coat of plaster of Paris. The base-board or wainscoting should not be more than three feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for chalk, blackboard rubbers, &c. Three and one-half feet above this, nail a narrow strip of moulding for the upper side of the blackboard, and you are then prepared to apply the liquid slating; which comes in cans—from one pint to a gallon in a can. If our room is twenty feet wide, with no openings, and we propose to make a board across one end, we shall need material for 70 square feet: one-half gallon of slating will be required; cost, \$4 25. To properly apply it, a fine camel's hair brush is needed. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class blackboard. Total cost:

Slating.....	\$4 25
Brush.....	75
Emery paper.....	10
Labor.....	2 00
Total.....	\$7 10

Next to a good Blackboard should be a set of Outline Maps—about 9 in a set—embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade-winds, ocean currents, isothermal lines, &c. Such a set costs from \$20 to \$30, according to size.

An 8-inch globe, with horizon and quadrant, from.....	\$8 to \$15 00
A set of cube-root blocks.....	1 10
A set of primary charts.....	6 00
A call-bell.....	1 25
A numeral frame.....	1 50

A total of fifty dollars for Blackboards, Outline Maps and Apparatus will cover a very good outfit of necessities in every district school, aside from the school furniture; and school desks of the most improved styles can be had for an average of \$2 50 per scholar, while the ordinary cost of pine benches is about \$2 per scholar.

These estimates should be made in addition to the amount needed to pay the teachers, and the money should be collected, ready to be drawn upon to pay the wages at the end of each month.

[We find the following in a late copy of the School Laws, and publish for the benefit of all concerned.—Eds.]

RULES FOR THE MANAGEMENT OF SCHOOL DISTRICT MEETINGS.

Much unpleasant litigation may be saved by observing the conditions and rules of order necessary to a legal meeting. A few suggestions and rules relative to the conduct of a district meeting are here appended:

I. Notice of all meetings, stating the object for which they are called, should be given as prescribed in section 10; and the directors should see that paper and ink, and all necessary conveniences, are provided for the occasion.

II. When the time for the meeting has arrived beyond doubt, it is proper for some citizen to call the meeting to order, and nominate a chairman. When this nomination is seconded, the person making it should take the vote, and introduce the chairman so elected.

III. The chairman must first call for the election of a secretary.

IV. The secretary should record all motions voted upon by the meeting, complete the minutes, and present them for the approval of the meeting before its close. These minutes, signed by the secretary and president of the meeting, should be placed in the hands of the clerk of the board of directors.

V. After the election of a secretary, the chairman should state the object of the meeting, by reading a copy of the call, if possible. He should then state that the meeting is ready for any proposition relating to the business for which it is called. In conducting the business of the meeting, the following rules are observed in all rightly conducted deliberative assemblies. They are taken substantially from "Cushing's Manual."

1. All business should be presented in the form of a motion, order, or resolution.
2. Any member of the meeting may present a motion, but to do this he must first rise, address the chairman, and be recognized by the chairman as having "a right to the floor."
3. No person is entitled to address the meeting, except under a pending motion, which has been seconded.
4. No person is entitled to speak more than twice upon the same question.
5. Any motion may be modified by a motion to amend, or to amend an amendment.
6. All amendments must be voted upon in the reverse order in which they are presented: that is, the last amendment must be acted upon first.
7. There are certain motions which, from their nature, take precedence of all other motions, and in the following order: *First*—The motion to adjourn, which is not debatable, and supersedes all other motions whatsoever. *Second*—The motion to lay on the table, which is not debatable. *Third*—The motion for the previous question, which is not debatable. *Fourth*—The motion to postpone.
8. To suppress debate upon a pending proposition, any member may move the previous question. The chairman must then put the motion in this form: "Shall the main question be now put?" This motion is not debatable. If it prevails, the main question must be put, exactly as it stands. If the motion for the previous question does not prevail, it is the custom of ordinary deliberative meetings to allow debate, commitment, or amendment to proceed.
9. A motion already adopted may be reconsidered. The motion to reconsider places the question in precisely the same state and condition, and the same questions are to be put in relation to it, as if the vote reconsidered had never been taken. Ordinarily, the motion to reconsider is made by a person voting previously on the prevailing side, and during the same meeting at which the original proposition was passed.
10. The motion to adjourn is always in order, but, having once failed, it cannot be repeated until other business has intervened.

HON. R. D. SHANNON.

THE *Sedalia Democrat* pays our co-editor the following deserved and well-earned compliment. We need scarcely say that personally and journalistically we are honestly and earnestly committed to Hon. R. D. Shannon as the next State Superintendent of Public Schools in Missouri, and his clean, effective record, ought of itself to be sufficient to not only nominate him but to re-elect him by an overwhelming majority.

J. B. MERWIN,
Managing Editor.

The *Democrat* says:

"Mr. R. D. Shannon, the present able and accomplished Superintendent of Public Schools—in order to advance the cause of education and make more potent for good the AMERICAN JOURNAL OF EDUCATION, published in St. Louis—has connected himself with it to the extent of becoming an associate editor.

Perhaps there is no man in Missouri better qualified to discharge the duties of this important office, or in a more capable and satisfactory manner. Mr. Shannon has mastered the whole question of State education. He has followed every branch of it through every ramification, and he has so arranged and so systematized his department that it is a model today of harmony, rapid work, and practical sense. He originates. His processes of thought are clear, quick, and incisive. Whatever he does, he does well. On the stump he is eloquent, logical, and convincing. As a Democratic officer of a Democratic State government, he so discharges his duties as to render an honest double allegiance—first to the people and their educational interests, and next to the tax-payers. And now that he has become an editor, we look for another triumph in another field."

S. W. MO. TEACHERS' ASSOCIATION.

TEACHERS' Associations have been organized in the Southeast, Northeast and Northwest portions of the State, and I desire that there shall be an organization effected for Southwest Missouri. These associations will be auxiliary to the "State Association," and will meet during the Christmas holidays, each year, at such place as may be selected from time to time, while it is hoped the General Association will be centrally and permanently located.

One of the important duties of the auxiliary Association will be to organize teachers' institutes in the counties within its territory.

I therefore call a convention of county commissioners, teachers, and others interested in the cause of education, in the Sixth Congressional District and in that part of the Fifth bounded on the east by Laclede, Wright, Douglas, and Ozark counties, and any other adjoining counties which may choose to co-operate; to meet in Carthage during the session of the S. T. A., on June 25th, 26th, and 27th, next.

Professors Wilson, Dickey and Mason, President Morrison of Drury College, and County Commissioners Underwood of Jasper, Wray of Barton, Matthias of Dade, King of Lawrence, and Livingston of Newton, are requested to correspond with other commissioners and educators, issue an address, or call, and make all necessary preliminary arrangements for the organization.

It should be understood that in addition to the election of officers, &c., the new association should adopt plans for holding institutes during the coming summer.

In arranging the programme for the General Association I will allot one hour for the purposes of organization,—the closing hour of the second day,—Wednesday, June 26th. Or if some other hour is deemed best, I may change the time, if requested to do so by April 15th.

R. D. SHANNON,
State Sup't.

THE SAVIOUR.

DESCRIPTION of Jesus by Publius Lentulus, President of Judea in the reign of Tiberius Cæsar:

"There lives at this time in Judea a man of singular virtue, whose name is Jesus Christ, whom the barbarians esteem as a prophet, but his followers love and adore him as the offspring of the immortal God. He calls back the dead from their graves, and heals all sorts of diseases with a word or a touch. He is a tall man, well shaped: of an amiable and reverend aspect: his hair of a color that can hardly be matched, falling into graceful curls, waving about, and parted on the crown of the head, running as a stream to the front after the fashion of the Nazirites; his forehead high, large and imposing; his cheeks without spot or wrinkle, beautiful with a lovely red; his nose and mouth formed with exquisite symmetry; his beard thick, and of a color suitable to his hair, reaching below his chin, and parted in the middle like a fork; his eyes bright blue, clear and serene: look, innocent, dignified, manly, and mature; in proportion of body, most perfect and captivating; his hands and arms most delectable to behold. He rebukes with majesty, counsels with mildness, his whole address, whether in word or deed, being eloquent and grave. No man has seen him laugh, yet his manners are exceedingly pleasant; but he has wept frequently in the presence of men. He is temperate, modest, and wise; a man, for his extraordinary beauty and divine perfection, surpassing the children of men in every respect."

Nothing on earth except the church of God has such vitality as a solidly rooted educational institution. Empires and dynasties decay around them and are forgotten, but the schools of Bologna and Paris flourish as if endowed with immortal youth, and the names of their founders will live through all time.—[President Anderson.]

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XXXII. Important.

Self-government is the great central idea in educational management. School grounds are planned, buildings constructed, furniture and apparatus invented, books created, and the best teachers employed; all to stimulate the young to self-exertion, and train them to the habit of self-control. School management is considered from the stand-point of the child.

To organize and manage educational forces and instrumentalities, requires as much of generalship and executive ability, as to command armies or govern States. Ten teachers fail from lack of managing power, where one fails from any other cause.

Many reasons for the profound study of this subject will suggest themselves to the thoughtful teacher.

1. *Moral Culture Results from Good School Management.* The inspiration of conscience and loyalty to law are cherished. Pupils are imbued with a love for the right, and disciplined to resist the wrong and do the right. Trusted more and more, they become self-reliant and self-governing men and women.

2. *Orderly Habits and Good Manners are Developed by Right Management.* The demand is for teachers who can govern. Such teachers command the best positions and the highest salaries. Great principles determine methods of teaching. Principles must be substituted for caprice; teachers must be led to master these principles and become skillful in their application. The concrete examples and special cases are intended to be illustrative and suggestive. These must not be copied.

These articles have been prepared to aid educational artists; they will be of no benefit to mere imitators and plodders. Persons who have no aptitude for inventing and adapting, are kindly recommended not to assume the fearful responsibility of the teacher.

STATE NORMAL, Kirksville, Mo.

Probably there is in no part of the world so great a call for the means of education as in these new States. This is the natural consequence of recency of settlement and rapid increase. These are the wide fields, and here is the deep and quick soil for the seeds of knowledge and virtue; this is the favored season, the only spring-time for sowing them. Let them be scattered with a bountiful hand broadcast.—[Dan'l Webster.]

I call a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, of peace and war.—[John Milton.]

The mind is the man, and the knowledge of the mind. A man is but what he knoweth.—[Lord Bacon.]

EVERY person who strikes out, or strikes down the school system, or in any way impairs its efficiency, is an enemy to his State and his race.

We suffer, not from what we know, but from what we do not know.

Keeping School and Teaching School.

Editors Journal:

THE number of those who "keep school" is very much larger than that of those who "teach school." It is quite sad to think that so many of the schools of our land are placed under the care of keepers rather than teachers. The difference between the two is very great.

A man may be competent to keep a large stable full of horses, and yet not be able properly to train or manage a single one. So a person may keep a room full of children, day after day, and month after month, and yet not be able to impart any important knowledge, or exercise any wholesome discipline.

In every community there are to be found numbers of persons who are candidates for the teacher's vocation, but how small the number of those who have any proper realization of the work to be done, or any true fitness for its accomplishment? And how often does it happen that true merit and fitness are disregarded, or made secondary to pretence or cheapness?

If an intelligent farmer has occasion to employ some one to "break" or "train" a favorite colt, does he look for some pretender who is willing to undertake the task at a low rate of compensation?

Does he not rather make skill and ability primary considerations?

Most assuredly he does, for he well knows that the true worth and value of the coming horse depends greatly upon the training and discipline which are given to the colt.

But it is too often that quite a different course is pursued in the employment of those who are to educate and discipline the young.

In how many cases is cheapness in compensation made paramount to true qualification?

And as a consequence, how many schools are kept that are not, in any true sense, taught and disciplined?

With your permission, Messrs. Editors, I will in a future article give some of my views as to what constitutes a true teacher. COROLUS.

If we do not educate the people so as to enable them to legislate wisely, and to act justly, and to plan nobly, and to build broadly—must we not suffer from *unwise* legislation—from injustice and from ignorance, and littleness, and meanness?

Oxford and Cambridge are more powerful in England, at this moment than the Lords, the Commons and the Queen together. As permanent and enduring institutions, they are more lasting than dynasties, and have survived revolutions.—[Pres't Porter.]

"THE BASE."

A TALK WITH TEACHERS.

My Dear Friends:

I AM about to offer a proposition to which you will not readily yield assent; so to win you to my side, I'll ask you to present to your classes, already carefully drilled under your own hand in the principles of percentage, either of the two following sets of examples, withholding, of course, the answers:

I.

1. 275 is 5 per cent. of what number? Ans. 5,500.
2. 50 is what per cent. of 300? Ans. 16 2-3 per cent.
3. What per cent. of 25 is 125? Ans. 500 per cent.
4. Find a number that is 10 per cent. more than 450. Ans. 495.
5. 990 is 10 per cent. more than what number? Ans. 900.
6. 996 is 10 per cent. less than what number? Ans. 1100.
7. 18 is 150 per cent. of what number? Ans. 12.

II.

1. 5 1-2 is 1 1-2 per cent. of what number? Ans. 366 2-3.
2. A bought of B 144 sheep, which was 24 per cent. of the number B had remaining; how many sheep had B at first? Ans. 744.
3. A teacher spends 45 per cent. of his income, and saves \$558; what is his income? Ans. \$1560.
4. After the wolves had killed 21 sheep of a flock there remained only 231 sheep. What per cent. of the sheep were killed? Ans. 81-3 per cent.
5. Bought apples at 1-3 of a cent each, and sold them at 1-2 of a cent each; required, the gain per cent. Ans. 50 per cent.
6. Bought apples at 1-2 cent each and sold them at 1-3 cent each; required, loss per cent. Ans. 33 1-3 per cent.

Have them worked under your own eye without instructions from yourself or communication among the pupils, collect the papers and compute the per cent. of correctness.

My proposition is that nearly all teachers (and I apply this to those whose results in other departments of arithmetical work are excellent) fail to teach Percentage practically. The cause of this is a failure properly to emphasize the BASE. One class of teachers, probably the greater portion, depend upon a minute analysis of each question, and believe they are thus teaching their pupils to reason. As soon, however, as examples are offered which are unlike in fact, but clothed in nearly the same language, and so arranged that the pupil unaided must determine the case in which each is found, he applies to one question the analysis belonging to another, without discovering the unfitness. What is more common than to hear a child say "The whole must be 100 per cent.," when in fact the whole to which he refers is by no means the 100 per cent. intended in the example!

Other teachers, aiming at directness, start out with the purpose of deduc-

ing all rules from the simple proposition, *Percentage = Base x Rate per cent.*, but neglect to give their classes, in definite form, the criterion by which infallibly to determine which of these elements are present in the question.

This criterion I proceed here to point out:

1. In questions upon abstract numbers, and all others not falling under some department of business in which custom determines the matter, the BASE is that number, either given, called for, or simply mentioned, which answers to the object of the preposition "of" (after "per cent.") or follows the word "than." (Ex., 5 per cent. greater than; 5 per cent. less than).

2. In *Profit and Loss* the purchase price is the BASE.

In *Commission* the money which the agent pays out for goods if buying or receives for goods if selling, is taken as the BASE.

In *Brokerage* the par value of the money or stocks is the BASE.

In *Stock-Jobbing*, whether computing premium, discount or brokerage, the par value of the stocks is the BASE.

In *ad valorem Duties* the cost of goods in the country from which they are imported is the BASE.

In *Insurance* the sum insured is the BASE.

The following involve the consideration of time:

In *Simple Interest* the Principal is the BASE.

In *True Discount* the present worth is the BASE.

In *Bank Discount* the face of the note is the BASE. (In Banking always reckon three days more than the specified time).

In *Compound Interest* each successive amount is in turn the BASE.

In *Exchange* the face of the bill is the BASE.

In *Taxes* the estimated value of the property is the BASE.

These instructions, together with definitions of terms used in the different departments of business, comprise all the information needed for thorough and intelligent work in Percentage, with its various applications; but equally important, as all experienced teachers know, is some form of persistent and systematic drill, to make the information available. In the method of this drill there may properly be much variety, but my own pet method I take the liberty to give below.

II.

METHODS.

Concede to me that successful work by whatever method, requires that attention be first turned to the BASE, whether present or absent, and I will concede cheerfully that any one of a dozen methods may be as good as the following, provided it be equally a pet.

All the varieties of work in examples which can be covered by a single statement are given below.

1. Cost, \$150; profit, 15 per cent. What is the selling price?

OPERATION.

Base \$150, cost.

Percentage ——— selling price.

Rate 15 per cent. rep. "

$$\$150 \times 1.15 = \$172.50, \text{ selling pr. Ans.}$$

Or, Base \$150, cost.

Percentage ——— profit.

Rate 15 per cent. rep. profit.

$$\$150 \times .15 = \$22.50 \text{ profit.}$$

$$\$150 \times \$22.50 = \$172.50, \text{ selling price, Ans.}$$

2. Selling price \$172.50; profit 15 per cent. What is the cost?

OPERATION.

Base ——— cost.

Percentage \$172.50 selling price.

Rate 15 per cent. rep. "

$$\$172.50 \div 1.15 = \$150, \text{ cost, Ans.}$$

3. Cost, \$150; selling price, \$172.50. Required, the gain per cent.

OPERATION.

Base \$150, cost.

Percentage, \$22.50 profit.

Rate ——— rep. "

$$\$22.50 \div \$150 = .15 = 15 \text{ per cent. profit, Ans.}$$

Or, Base \$150, cost.

Percentage \$172.50 selling price.

Rate ——— red. " "

$$\$172.50 \div \$150 = 1.15 = 115 \text{ per cent., rep. selling price. } 115 \text{ per cent.} \\ - 100 \text{ per cent.} = 15 \text{ per cent. profit, Ans.}$$

4. Loss 25 per cent.; selling price, \$90. How many dollars were lost?

OPERATION.

Base ——— cost.

Percentage \$90 selling price.

Rate 75 per cent., rep. selling price.

$$\$90 \div .75 = \$120 \text{ cost. } \$120 - \$90 = \$30 \text{ loss, Ans.}$$

If the question is in interest or discount, the rate, per cent. is modified by the time before being introduced into the statement, as follows:

5. Discount of \$90.12 due in 1 year, 9 m., at 8 1-2 per cent.

OPERATION.

Base ——— present worth.

Percentage \$90.12, the debt.

Rate affected by time 1.14875 rep. debt.

$$\$90.12 \div 1.14875 = \$78.45 \text{ x = present worth. } \$90.12 - \$78.45 \text{ x} = \$11.66 \text{ x = discount, Ans.}$$

The points to be impressed in reference to the statement and work, are:

1. That concerning the BASE there is no choice. It is and can be but one thing, and whether given or to be found it must be fixed on first.

[NOTE.—The BASE is always 100 per cent.]

2. In deciding what shall be the percentage, there is sometimes a choice between two; e. g., see operations 1 and 3.

3. The Rate Per Cent must always represent the same thing as the Percentage, showing how many hundredths the Percentage is of the BASE.

(a) The Rate Per Cent to be used in the statement is sometimes but not always, the rate mentioned in the question. The reading, after Per-

centage has been fixed upon, will determine whether it is so.

(b) When not so, as in questions 2 and 4, the pupil is to decide from the sense whether the sum taken as Percentage is greater or less than the BASE, and make the rate greater or less than 100 per cent. accordingly.

4. The statement indicates the work to be done, as follows:

(a) If the Percentage is not given, multiply.

(b) If the Percentage is given, divide; the Percentage being always the dividend.

5. Having done this, refer to the blank, and apply to the result the name found there; then see if this answers the question. If not, perform the addition or subtraction needed.

With this method of statement of course any desired amount of analysis may be combined; the more the better, perhaps, if you can find plenty of time for it, but the statement rather than the analysis is to be relied on for showing the pupils what to do.

N. B. This method of statement in no way interferes with the use of common fractions and cancellation.

Teachers will see how pupils accustomed to fix first on the Base will wholly avoid the almost universal confusion that hovers over questions like the following:

A man sold two horses for \$180 each; on one he gained 20 per cent. and on the other he lost 20 per cent. How many dollars did he gain or lose by the transaction?

240 is 20 per cent. more than what number.

Find a number that is 20 per cent less than 240.

240 is 20 per cent. less than what number?

Find a number that is 20 per cent. more than 240.

[NOTE.—It will be observed that instead of five cases, or six, as in most of our arithmetics, we have here but three; no special rule being needed for the consideration of amount or difference.

Any practical questions in reference to the use of this system will be answered through the JOURNAL.

HELEN M. MASON.

LATIN PRONUNCIATION.

Editors Journal:

AMONG the recent publications by the Bureau of Education, is a brochure of fourteen pages, from the general report, containing an article on Latin Pronunciation by Prof. W. G. Richardson of Central University, Richmond, Ky. Like all statistical work, this article represents an amount of labor much greater than is indicated by the superficial inches of result. From personal acquaintance with this particular case, almost from the beginning, I can vouch for the care and thought expended.

The points treated are as follows:

- I. Latin or Roman Method: (1) Its use and progress; (2) Bibliography; (3) Method of Pronunciation.

II. The Continental Method.

III. The English Method.

Under the first head the writer re-

marks that "the present prevailing pronunciation in England, namely, the English, does not go back two centuries"—the Continental, (which is such only as far as vowel sounds go) ruling previously there, as it does still in Ireland and Scotland.

In this country the movement away from the English and toward the Roman is of quite recent date, although the Continental has always had some adherents. The vitalizing principle of the movement is thus expressed by one of its warm promoters in England, quoted in Prof. Richardson's article:

"Every scholar who deals, ever so modestly, with comparative philology, feels it impossible to explain points of phonetics, while he anglicizes in his pronunciation of Latin."

This seems to be the ground on which the American Philological Association approves the reform. It is idle to make an appeal against it, based on prejudice toward unwonted sounds; and any objection on account of unintelligibility as a means of intercommunication, is a sword that cuts both ways, besides being a mere sword of lath, since this use of Latin is but subsidiary and insignificant.

As to usage, the great universities of England are divided. While, at Oxford, the advocacy of Profs. Palmer and Munro was rendered ineffective by the opposition or indifference of their co-laborers, from Cambridge, (where the influence of Roby's work is felt) Prof. Mayor writes more hopefully.

On the other hand, Dr. Jex-Blake, Head-master of Rugby, thinks that "reformed Latin pronunciation is a mere waste of time, and, if done on a mere fictitious, professor-made plan, absurd."

In this country, the summary of Prof. Richardson's work shows that of 237 colleges and universities, 72 use the Roman method, 75 the Continental, and 90 the English. As distributed geographically, the Eastern colleges tend to adhere to the English, the Southern are radical, while the Western are "on the fence."

Yale and Harvard do not appear on the list; of these it may be said, however, that Prof. G. M. Lane of Harvard led the reform in New England, while Prof. Thacher of Yale holds to the English. His reasons for so doing are briefly given in the preface to his translation of Madvig's Latin Grammar.

It is well to keep in mind that there are two questions involved in deciding upon the adoption of any method of pronunciation; first, what is the correct method, and second, what is the most available one. At present no scholar denies that the so-called Roman method is a very close approximation to the system of Cicero and Quintilian. In the matter of the letter *v* there is, however, much to be said against weakening it to a *w*, and there is considerable emphatic dissent on this point.

The practical question whether this method shall be used, is variously

met by various persons, according to their several habits of thought; and the final settlement will doubtless be in accordance with Gamaliel's precept of toleration, rather than in deference to any authority.

E. H. TWINING.

E. F. HOBART & Co. have put in a new, and a very important feature into their School Records, advertised in another column. Extracts from the State constitution bearing upon education, and extracts from the school law bearing upon the matter of "Estimates" to sustain the schools. No teacher or school officer can afford to be without a copy of these documents. Address E. F. Hobart & Co., St. Louis.

Recent Literature.

ECHOES FROM MIST-LAND; or The Nibelungen Lay, revealed to lovers of Romance and Chivalry. By Auber Forester. Chicago: S. C. Griggs & Co. 1877. For sale by Book and News Co.

The author of this work has successfully paraphrased for us the Nibelungen Lied, after the style of Bulfinch's "Legends of Charlemagne," or "Age of Chivalry."

The "Legends of Charlemagne" give us the plot of the epos of the twelve peers of Charlemagne, and serves up in a popular form the poetic legends which relate to the great contest between Christianity and Mohammedanism in Western Europe. Ariosto and Boiardo sang of the hero Orlando and his matchless deeds of Chivalry.

After the death of Charlemagne and his twelve peers the spirit of Chivalry arose again and produced the Crusades. Tasso sang the story of the heroes of the first Crusade. Older than the epos of Charlemagne is that of the Knights of the Round Table and their brave King Arthur. The spread of Christianity among the ancient Celtic people of Britain and their contest with surrounding barbarians, and with the Teutonic hordes that poured in across the North Sea, is told in the chivalric tales of the Round Table. These have been revived and thoroughly modernized in motives and coloring by Tennyson in his "Idylls of the King."

A recent book, the "Iliad of the East," has popularized the story of the great epic of Hindustan, the "Ramayana."

Epic poetry is in its nature the most original and the most adequate portrayal of the aspiration of a people. It is called very truly "the poetry of the nation," from the fact that it holds the mirror up to the life of a people and shows them what is deepest in their national longings.

The story of the fall of Troy is the prophecy of the Alexandrian conquest of Asia.

It is 50 years since Karl Simrock collected and translated into modern German the Nibelungen Lied. In some measure the publication of that work marked an epoch of the rise and progress of the antiquarian spirit in Literature. All growth of civilization is a growth in participation of each individual in the life of the whole. How necessary it is then that each age of a nation should know and appropriate the ages that have preceded it. How it broadens and ennobles the character of the modern Englishman to be fed from infancy to manhood upon the stout diet of the history of his race! What his fathers have done and dared is also a possibility

within himself, and he feels it to be such.

We are now entering upon another phase of this antiquarian tendency which is more cosmopolitan. We go outside of our national limits and study with sympathetic interest the literature of the early races. While our sciences of nature are finding so much in the history of animals and plants, in the history of the weather, or even in that of the geological strata, why should we not in literature too feel a like or even a stronger feeling of interest in the historical development of the human mind? Nay, when Darwin goes out to the narrow-nosed ape as our proximate ancestor, and studies the habits of such ape as the prototype of our civilized manners and customs, surely we can find literary and spiritual affinities in the ancient poetry of the Aryan race! In the great epic of the Teutonic race—the Nibelungen Lied—we are almost at home. The nursery ballad of Chevy Chase is scarcely more remote from our habits of thought than this great German epic.

What has been done for us by the publishers, Messrs. Griggs & Co. of Chicago, in this book, it must be remembered, is not an isolated performance. The Nibelungen must be studied and appreciated in its relations to Norse Mythology, (Rasmus B. Anderson's compendious work, published also by Messrs. Griggs & Co.). In the complete translation of "The Edda" long promised us by this enterprising publishing house, one can find the ancient myths from which has descended the Nibelungen itself. There are indeed hints in the Edda which explain to us much that is dark and unintelligible in the Nibelungen. (One should also read in this connection Wm. Morris's version of the Story of Sigurd the Volsung).

The "Viking Tales of the North" and "Fridthiof's Saga" have also been published by the same house. By this we have two poetic versions and one prose one of the Saga of Fridthiof, besides a prose version of the Saga of Thorstein.

ILLUSTRATIONS OF ENGLISH RELIGION. Selected, edited and arranged by Henry Morley. New York: Cassell, Petter & Galpin. St. Louis: J. H. Chambers & Co. Price, \$5.00.

These illustrations consist of selections from English literature, beginning A. D. 670, with a translation into blank verse of Caedmon's Paraphrase. This is followed by specimens of equally rare English religious writings, from the Conquest to Wicliffe, Langland, and others, 1400.

The sixteenth century is illustrated through the works of Fisher, Lyndale, More, Latimer, and others. The reign of Elizabeth is rich in such names as John Knox, John Fox, Matthew Parker, Francis Bacon, Spenser and Richard Hooker. The reign of James I. claims Donne, Andrews, &c. Charles I. and the Commonwealth, George Herbert, Richard Baxter, Jeremy Taylor, John Milton, John Bunyan, with others of minor note. Each reign, in fact, down to Victoria, finds a voice to demonstrate the poetry and grandeur of England's religion—Newman, Arnold, Kingsley, Browning, Carlyle and Tennyson being the spokesmen of our own day.

The volume is very handsomely gotten up as to paper, print, &c., being very richly illustrated with wood cuts of the various authors mentioned. It forms a second volume of Cassell's "Library of English Literature," a valuable series started last year with "Shorter English Poems," and which will be complete in five volumes.

HISTORY OF FRENCH LITERATURE. By Henri Van Laun. III. From the end of the Reign of Louis XIV. till the end of the Reign of Louis Philippe. New York: G. P. Putnam's Sons. 1877. St. Louis: Book and News Co.

Volumes I. and II. of this valuable work have already been noticed by us. In the present volume we have treated first the forerunners of the French Revolution, among whom we find the great names Voltaire, Montesquieu, Rousseau, Buffon, and the encyclopædists Diderot, D'Alembert, Marmontel, Helvetius, and others. Rollin the historian, Turgot the political economist, Bernardin St. Pierre (the French DeFoe), Vauvenargues the moralist, Beaumarchais (called "a talented literary parvenu" by Van Laun) make up the side pieces in this picture.

Book VII. gives us an account of the French Revolution and its writers: First the orators, of whom the central figure is Mirabeau, the Republican pamphleteers (Sieyès and Camille Desmoulins) and the Royalist pamphleteers (Rivarol, Suleu, Chamfort); secondly, the writers of the Reign of Terror (Marat, St. Just, Danton, La Harpe, Volney, Neckar, de Maistre, and the dramatists).

Book VIII. treats of the Empire and the Restoration; Book IX. of the Reign of Louis Philippe. His characterizations of the historians Thiers, Guizot, Michelet, and Thierry are good. The account of the growth of the French Romantic School and of Victor Hugo as its leader, is excellent. The critics Villemain, St. Beuve, Ampère, and de Tocqueville receive brief mention, while the philosophers Royer Collard, Victor Cousin, Jouffroy, Maine de Biran, Charles Fourier, Destutt de Tracy, Saint Simon, August Comte, are little more than accurately classified. The novelists Alexandre Dumas, George Sand, Eugene Sue, Victor Hugo; Balzac, writer of comedy, are treated in his closing chapter.

The strong points of this volume—as indeed was the case with its predecessors—are the philosophical historical characterizations of the epochs into which the writers come (as players come) upon the scene already prepared for them.

TALES OF ANCIENT GREECE. By Rev. G. W. Cox. Chicago: Jansen, McClurg, & Co. St. Louis Book and News Co. \$2.

The grace with which these old tales of the mythology are retold, makes them as enchanting to the young as familiar fairy lore or the "Arabian Nights." The scholarship evinced by the author, and the poetical language in which he clothes his thoughts, recommend the volume to mature and cultivated minds also, both for entertainment and constant reference.

All the old stories of the Greek gods and heroes will be found here, with tales of the Trojan war and of Thebes, and a number of miscellaneous tales, among which are "The Vengeance of Apollo" and "The Battle of the Frogs and the Mice." This edition is from the third English edition, and is very beautifully gotten up in every particular. John Ruskin has said that a truer conception of the spirit of Grecian mythology will be gotten by the reading of this volume together with "The Heroes," by Charles Kingsley, "The Wonder Book" and "Tangle Wood Tales," by Nathaniel Hawthorne, and the "Earthly Paradise" and "Life and Death of Jason," by Wm. Morris, than by studying all the mythological dictionaries ever published.

Send 15 cents if you wish to see sample copies of this journal.

THE BOY ENGINEERS: what they did and how they did it. By Rev. J. Lukin, author of "The Young Mechanics," &c.; pp. 344; \$1.75. New York: G. P. Putnam's Sons. For sale by Book & News Company.

This is not only a very attractive but a very instructive book for the boys. The author, Rev. Mr. Lukin, an Englishman, tells how two boys with a genius for mechanics, after their school days were over, learned the use of tools, and gives the results of their experiments.

It is just the book to put into circulation in a public school library, or in a neighborhood where the young people not only crave information, but have the energy to utilize it. We commend it cheerfully.

THE ELECTIVE FRANCHISE IN THE UNITED STATES. By D. C. McMillan; pp. 181; paper, 75c; cloth, \$1. New York: G. P. Putnam's Sons. For sale by Book & News Company.

We confess we lay down this book disappointed. It does not by any means meet the demand of a thorough discussion of this vital question.

It gives us some valuable information on the history of the suffrage question, but omits the inevitable and logical conclusion of the arguments adduced.

Suffrage must be based on character and attainment, and not on sex or prejudice.

The article entitled "What our Boys are Reading," in *Scribner's Monthly* for March, has created a good deal of interest in the subject, but we are sure that the boys who are reading "Drifted into Port," now running in *St. Nicholas*, may safely be let alone. They are all right. The story is very interesting in style and incident, and thoroughly sound in its teachings.

G. P. PUTNAM'S SONS, New York, add to their previous announcements for the Spring season: "Constantinople," by Edmundo de Amicis, translated from the 7th Italian edition by Caroline Tilton. A new edition of "The Greeks of To-day," by Charles K. Tuckerman, a work which received very warm praise on its first publication in 1872. The first volume of Professor Moses Coit Tyler's "History of American Literature," embracing the Colonial Period from 1607 to 1765. "Poke O' Moonshine," a story in verse, based upon a legend of the French and Indian War, by Latham C. Strong, author of "Castle Windows." "The Bible, What is it?" by Rev. J. T. Sunderland, an attempt briefly to answer the question in the light of the best scholarship, and in the most reverent and catholic spirit. Vol. II. of the Art Hand-books, "On Landscape Painting." New volumes in the Advanced Science Series. "Machine Construction," by E. Fomkins, and "Mineralogy," Part I., by J. H. Collins. "A Course in Arithmetic," by Prof. F. W. Bardwell of the University of Kansas. "The Vest Pocket Gray, or Anatomist's Vade-Mecum," compiled for Students by C. H. Leonard, M. D. "A Treatise on the Injuries of the Brain, the Spinal Cord and the Nerves," by Wm. A. Hammond, M. D.

Scribner's for April will contain a popular exposition of the Phonograph and the Telephone, by Mr. George B. Prescott, Electrician of the Western Union Telegraph Company. Explanatory cuts of the Telephones of Reiss, Gray, Bell, Dolbear, and Edison, and of Edison's and Phelps' Phonographs are given. The author ventures the prophecy that, within a dozen years, the hand-organs will be

grinding out the actual voices of Nilsson or Miss Cary at every corner.

PUTNAM'S LIBRARY COMPANION for 1877 comes to us in neat board covers, and will be found a useful supplement to the "Best Reading," by Frederick W. Perkins, who also edits this convenient little quarterly.

An excellent feature is its classification of the volumes upon their (supposed) literary merit. We say supposed, because such distinctions must frequently be considered arbitrary, and from the verdict of even so excellent a judge as Mr. Perkins, appeal will be made by individual preference. On the whole the work has been done with great discrimination. A word of commendation must also be given for the excellent descriptive notes, which graphically explain titles that do not clearly characterize the books to which they are attached.

American women who think they have "no time to read," or who, having the time, and convinced of the necessity, find serious difficulties in the way, will find one woman's experience and advice on the subject in Mary Blake's "Twenty-six Hours a Day," *Scribner* for February and April. The first paper deals with saving the time, and the second with using it.

THE NORTH AMERICAN REVIEW for March-April opens with a paper entitled "The Army of the United States," Part I., by General James A. Garfield, with letters of Generals Sherman and Hancock. Then follows "English and American Universities Compared," by Charles W. Eliot, LL.D.; "Stonewall Jackson and the Valley Campaign," by General Richard Taylor; "The Death-Struggle of the Republican Party," by George W. Julian; "The Position of the Jews in America," by Rabbi Gustav Gottheil; "The Political Alliance of the South with the West," by Senator Morgan. This number contains also a discussion of the subject of "Eternal Punishment," written by six of the most prominent clergymen in the country.

LITTELL'S LIVING AGE.—The numbers of *Littell's Living Age* for the weeks ending March 9th and 16th, respectively, have the following noteworthy articles: "Dr. Schlemann's Exploration of Mycenæ," *Edinburgh Review*; "Charles Sumner," *Westminster Review*; "Constantinople"—a Lecture delivered in Aberdeen, January 3d, 1878, by James Bryce, *Macmillan's Magazine*; "A Ride for Life," *Blackwood*; "Erica," a serial story translated for *The Living Age* from the German of Frau von Ingersleben; "The Education of Girls—their Admissibility to Universities," *Westminster Review*; "Above the Clouds—a Reverie on the Bel Alp," *Blackwood*; "Liquefaction of Oxygen," *Nature*; with the usual choice poetry, &c. The back numbers containing the first instalments of Erica, and a story by Miss Thackeray, are still sent gratis to new subscribers for 1878.

For fifty-two numbers, of sixty-four large pages each (or more than 3,000 pages a year), the subscription price (\$8) is low; or for \$10.50 any one of the American \$4 monthlies or weeklies is sent with *The Living Age* for a year, both postpaid. *Littell & Gay*, Boston, are the publishers.

"HOW TO GET TO PARIS" is the question that is agitating a good many folks just now, but "How to get out of Paris" troubled people a good deal more during the Franco-German war. The manner in which a small family left the French metropolis in a balloon, is to be told by Mrs. Lizzie Champney in *St. Nicholas* for April.

THE April *Scribner* is an unusually brilliant number. Among its good things we note Bret Harte's new story, "Two Saints of the Foot-hills"; illustrated articles on the phonograph and telephone; "The Thousand Islands," written and illustrated by Howard Pyle, including a picture of Dr. Holland's "Bonnie Castle." A paper on women's reading, by Mary Blake, will be found well worthy attention.

We have received *The Mathematical Visitor*, No. 2, edited and published by Artemas Martin, M. A., Erie, Pa. pp. 38. 50c.

The "Visitor" is published annually, and is devoted to problems and solutions. It contains two departments—junior and senior.

NOTE.—County Commissioners and all County Clerks who receive the *JOURNAL OF EDUCATION*, would confer a favor on the State Superintendent by filing these published decisions away for reference, and would themselves reap an advantage therefrom.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

County Lines.—The law takes no cognizance of county lines in providing for the formation of new districts, nor for changing district boundary lines, except when a district lies in two counties and it is desired to contract it within the county line (as by section 23 school law).

Section 18 speaks of "adjoining districts," but does not restrict them to one county, and they may lie in two or more counties.

For organic purposes the school district legally belongs to that county in which the school house is situated.

It is generally much better to keep within county lines than to permit district lines to cross them. When there are two sets of county officials to collect monies, gather statistics and make reports and settlements, there are delays, confusion, annoyances, errors, disappointments and unnecessary expenses.

IMPORTANT DECISION.—The Sup. Court of the State has just rendered the following important decision. It explains itself, and it bears directly upon the points frequently raised by correspondents as to the extent of authority school boards and teachers may exercise. The "above opinion" referred to by Judge Norton is one by Judge Henry, which is a decision of the matter of appeal from the Moniteau Circuit Court.

Judge Henry's decision—concurred in by the other judges—will be given next month, and a comparison of the two opinions of the court made. I shall aim to make the analysis cover the whole ground of the authority of boards and teachers, as now settled by the court. R. D. S.

SEPARATE OPINION OF JUDGE NORTON.

The directors of a school district are invested with the power and authority to

make and execute all needful rules and regulations for the government, management and control of such school as they may think proper, not inconsistent with the laws of the land. Under the power thus conferred, the directors are not authorized to prescribe a rule which undertakes to regulate the conduct of the children within the district, who have a right to attend the school, after they are dismissed from it and remitted to the custody and care of the parent or guardian. They have the unquestioned right to make needful rules for the control of the pupils while at school, and under the charge of the person or persons who teach it, and it would be the duty of the teacher to enforce such rules when made. While in the teacher's charge, the parent would have no right to invade the school room and interfere with him in its management. On the other hand, when the pupil is relieved and sent back to his home, neither the teacher nor directors have the authority to follow him thither, and govern his conduct while under the parental eye.

It certainly could not have been the design of the Legislature to take from the parent the control of his child while not at school, and invest it in a board of directors or teacher of a school. If they can prescribe a rule which denies to the parent the right to allow his child to attend a social gathering, except upon pain of expulsion from a school which the law gives him a right to attend, may they not prescribe a rule which would forbid the parent from allowing the child to attend a particular church, or any church at all, and thus step in *loco parentis* and supercede entirely parental authority. For offences committed by the scholar while at school, he is amenable to the laws of the school; when not at school, but under the charge of the parent or guardian, he is answerable alone to them.

A person teaching a private school may say upon what terms he or she would accept scholars, and might demand, before receiving a scholar to be taught, that the parent should surrender so much of his or her parental authority as not to allow the scholar, during the term, to attend social parties, balls, theatres, &c., except on pain of expulsion. This would be a matter of contract, and no one has a right to send a scholar to such a school except on the terms prescribed by those who teach it.

This is not so in regard to public schools, which every child within school age has a right, under the law, to attend, subject while so attending to be governed by such needful rules as may be prescribed. When the school room is entered by the pupil, the authority of the parent ceases, and that of the teacher begins; when sent to his home, the authority of the teacher ends, and that of the parent is resumed. For his conduct when at school he may be punished or even expelled, under proper circumstances; for his conduct when at home, he is subject to domestic control.

The directors, in prescribing the rule that scholars who attended a social party should be expelled from school, went beyond their power, and invaded the right of the parent to govern the conduct of his child, when solely under his charge. My concurrence in the above opinion is based upon the sole ground that malice, oppression and willfulness on the part of the defendants are not sufficiently charged in the petition. Judges Napton, Hough, and C. J. Sherwood concur in the views above expressed. E. H. NORTON.

Through to St. Paul.

President Washburn and Gen. Freight Agent Boch of the Minneapolis and St. Louis Railway, in consultation with Col. J. H. Cook, General Agent of the Chicago, Burlington, and Quincy Railway, have arranged for putting on a through Pullman train from this city to Minneapolis and St. Paul, over the new line to those points, reached by these two lines of railway in connection with the B., C. R. and N. Railway. Arrangements were fully perfected, and a through Pullman car will leave here on Monday, April 1, at 8:45 a. m.

Since the Chicago, Burlington & Quincy Railway Company came into possession of the St. Louis, Rockford, and Rock Island Railway, this line has become as closely identified with St. Louis interests as with Chicago interests.

The C. B. & Q. Road refrains from all discrimination against St. Louis, and will deliver produce or other freight as cheap per ton per mile as is charged to Chicago people. This fact greatly enhances the value of the Rockford & Rock Island Road to St. Louis.

Forty miles of steel rail track which is now being laid, shows that the C. B. & Q. means business, safety, and quick time.

It will pay to read *carefully* the official department of the JOURNAL.

IOWA.**Official Department.**

BY C. W. VON COELN, STATE SUPT.

Editors Journal:

Sundry Rulings.

1. The board alone have power to fix the number of months beyond the period required by law that the school in their district shall be taught, and to regulate the wages to be paid teachers.

2. The board cannot authorize the treasurer to loan money belonging to the district.

3. The school year should be regarded as beginning on the third Monday in March, when a new board of directors enter upon their duties.

4. In case of an omission to elect, a tie vote, or a failure or refusal to qualify, the present director holds over for the full term for which his successor would have held, and should qualify anew.

Circular to County Superintendents.

In conformity with section 1577, I hereby call district conventions of county superintendents at the places and on the days given below, to continue for not less than two nor more than three days. The special arrangements will be left to the executive committees selected at Cedar Rapids by the county superintendents there present.

For information, we print the arrangements made at Cedar Rapids, inserting the date on which the meetings are called.

First Section—Fairfield, April 23.

Second Section—Cedar Rapids, April 15.

Third Section—Waterloo, April 17.

Fourth Section—Des Moines, April 4.

Fifth Section—Creston, April 25.

Sixth Section—Sioux City, April 10.

Seventh Section—Fort Dodge, April 11.

Some subjects for discussion are indicated as follows:

1. School visitation. 2. Teachers' examination. 3. Normal institutes. 4. Educational meetings. 5. Appeals. 6. Reports. 7. Teachers' libraries. 8. Course of study for ungraded schools.

We suggest that other educators be invited to be present as far as possible.

Des Moines, Iowa, 1878.

Your home may be made very beautiful and attractive this Spring, by a slight outlay of money.

NEWCOMB BROS.,

at their new store, or rather their palace of art, at 307 North Fifth Street, have *everything* in the way of Paper Hangings, Curtains, Window Shades, &c., of such beauty and variety as to meet every possible want or taste, and their prices are within reach of all. We have known them for years as one of the most reliable houses in the West. Drop in and look over their stock, or send them a postal card for prices. Remember the new store at 307 North Fifth Street.

THE WINES OF THE BIBLE.—This is the title of a new pamphlet of thirty-six pages, just issued by the National Temperance Society, containing the able and exhaustive address by Rev. C. H. Fowler, D. D., editor of the Methodist *Christian Advocate*, reviewing the entire question of Bible wines, and showing that the Bible gives no sanction to the use of intoxicating wines as a beverage. He proves from able and undoubted authorities that the Bible speaks of two kinds of wines, the fermented and the unfermented. He also furnishes evidence that the drinking of intoxicating wines is the curse of the nations of the earth. The argument is unanswerable and the pamphlet should have a wide circulation. Price ten cents. Address N. J. Stearns, Publishing Agent, 58 Reade Street, New York.

TO COUNTY CLERKS AND COMMISSIONERS.

Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county, not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

F. W. HUMPHREY & CO.,

Corner of Fifth and Pine Streets, who have by the splendid *quality* of their goods, built up the largest and most reliable retail clothing house in the city, call the attention of our readers, on our first page, to their new stock, just received, which in all respects is specially attractive. We have for years not only bought our own goods of Humphrey, but we always commend this house to our friends visiting the city, or who wish the best goods at the most reasonable prices.

Orders will be filled and sent C. O. D., and entire satisfaction guaranteed. Try them.

Special and Important!

The best DISTRICT CLERK'S RECORD BOOK published, is issued by E. F. HOBART & Co., 615 Chestnut St., St. Louis, who will deliver it free of expense to any part of the State on receipt of four dollars. It is a large, handsomely bound book, containing all the different forms that the clerk requires. It is paged and indexed, so that each form can be found at once. It also contains the School Law of Missouri with all its latest revisions, and the provisions of the New Constitution in regard to schools, and seems to us to meet all the needs of the District Clerk. The School Law sent separate for 5c each address.

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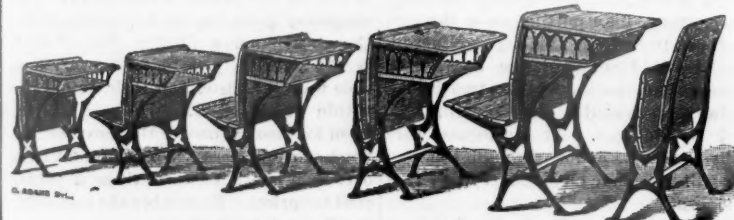
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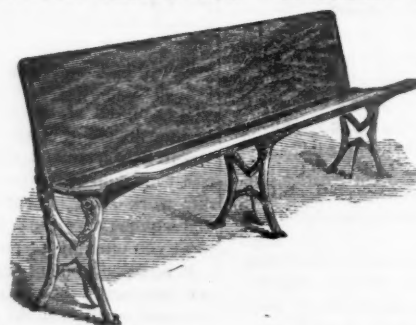
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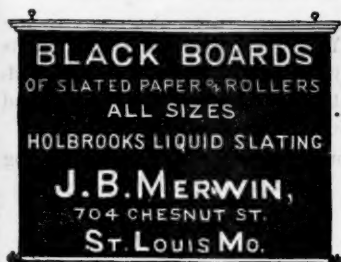
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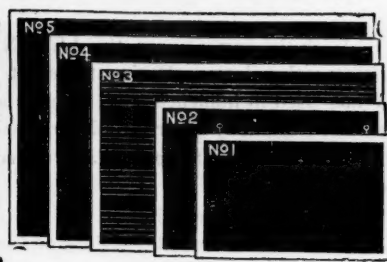
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Slated Paper 3 feet wide, \$1 per yard, any length required.

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Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several base and cheap imitations, none can produce the

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The Ohio and Mississippi Railway Co. will inaugurate a reduced local tariff from March 1st, 1878 which upon examination proves to be the lowest rates for passenger traffic in existence in the west, and is in accordance with the liberal ideas entertained and acted upon by its managers since they came into possession of this great highway between the West and the East. In 1876 the passenger tariff was reduced from an arbitrary rate of five cents per mile to four (equivalent to a reduction of 20 per cent), and in addition, a system of round trip tickets between all stations was introduced at three cents per mile (equivalent to a reduction of 40 per cent).

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This is the first instance where a western road has had the courage to reduce to a figure which heretofore has been considered low and below a paying basis for railroad managers.

It is confidently expected that this reduction will help the freight business of the company by giving farmers and others inducements to travel, and dispose of their freight at the best market.
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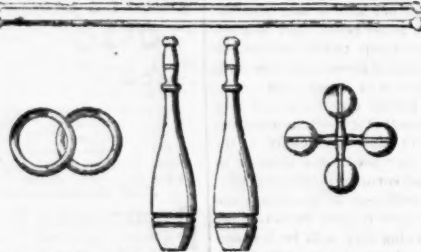
Somewhat more than two years ago, we purchased one hundred of your Patent Gothic Desks. We are greatly pleased with them. Not only do they admirably economize space, and sustain the back of the pupil by their peculiar and judicious construction on physiological principles, but there is one quality of which I would particularly bear record—and for which I can commend them—their indestructibility. Not one breakage has occurred among them all.

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Very truly yours,

PROF. C. P. MCCROHAN.

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Dumb Bells, polished walnut, per pair, 60c to 75c.

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